

Assessing The Psychological Functions Of Student Teachers In Relation To Their Teaching Aptitude

9

Dr. Venkoba Narayanappa*
Abstract :

In the present investigation an attempt has been made to assess the Psychological Functions of Student Teachers in Relation to their Teaching Aptitude. The stratified sampling technique is adopted and the sample size is 480 Myers-Briggs type Indicator and Teaching aptitude scale standardized Umme Kulesurne are used. The results show that the student –teachers are having the introverted life attitude. There is a significant difference between Government and Private, Men and Women, Kannada and English Medium, and Science and Arts in their psychological functions. There is a positive relationship between psychological functions and teaching aptitude of all student –teachers studying colleges of Education of Vijayapura city of Karnataka State.

Introduction :

One of the important contributors to the field of personality is Carl Jung regarded personality as both caused by its post (particularly by its inherited archetypes) and directed its goals for future development. The primary goal of personality is self – realization.

Jung distinguished between the ego or conscious mind and the self, which comprises of both conscious and unconscious aspects of the mind. According to him, the ego has two modalities, which generate four separate functions each of which may be the basis for an individual temperament. The thinking modality may be either active or passive. When active, it is engaged in rationally coping with problems or events and is called intellect or simply, thinking. When passive, the thinking modality becomes irrational because it is guided by unconscious processes, in this case it is called intuition. The feeling modality may also be either rational (engaged in making subjective evolution, judgments) or irrational

**Asst. Professor, Dept. of PG studies and Research in Education, Karnataka State Women's University, Vijayapur*

(mererdy perceiving). In the first case it is called feeling, in the second case it is called sensation.

In addition to the four functions, the ego orients itself toward the world by means of one or another of two attitudes. Extraversion is an interest in events and objects in the world outside oneself. Extraverts are likely to be unhesitating in initiating action with the world. Introversion is an interest in events within oneself; introverts are likely to be withdrawn and passive in their interaction with the world.

So self-realization consists of (1) Incorporating the unconscious aspects of personality into the ego. (2) Achieving and equipotentiality) equal strength) of the tour functions of the ego. (3) Achieving a similar equipotential flexibility in adopting and extraverted or introverted attitude toward life.

Problem:

To assess the psychological functions of student - teachers that direct their personality type.

Objectives:

- 1) To identify the psychological functions.
- 2) To identify the significant difference between the respective sub-groups of students teachers.
- 3) To identify the relationship between psychological functions and teaching aptitude of student teachers.

a) Sample:

For the present study, the stratified sample technique is adopted. The sampling design is as follows;

↓ ↓ ↓ ↓ ↓ ↓ ↓ n=480 ↓ ↓ ↓							
Govt. - 240				Private-240			
Men 120		Women 120		Urban 120		Rural 120	
Arts 60	Science 60	Arts 60	Science 60	Arts 60	Science 60	Arts 60	Science 60
Kan. 30	Eng. 30	Kan. 30	Eng. 30	Kan. 30	Eng. 30	Kan. 30	Eng. 30

b) Materials :

Ø Myers-briggs Type Indicator (MBII), Answer sheet and scoring key.

c) Procedure:

The test consists of two parts.

In part-I, there are 26 questions with two alternatives. Part-II contains 24 pairs of words.

After being seated comfortably, the answer sheet was given to the subject and for part-I was instructed as follows, circle the responses that comes closest to how you usually feel or act. Please respond to each item. There are no right or wrong answers. When the subject completed part-I, the following instructions were given for part-II "which word in each pair appeals to you more? Circle a or b". Though there is no time limit, most subjects complete in about ten minutes.

Then the responses of the subject were scored with the help of the scoring key and the scores were tabulated.

RESULTS AND DISCUSSION**Null hypothesis No.1**

There is no extraverted attitude towards life among student-teachers.

Table-1**Psychological Functions of Student Teachers.**

Sample	Variable	N	Mean	SD
All Student Teachers	Psychological Functions	480	124.81	26.12

The above table reveals that the mean score of student teachers regarding psychological functions is very high. Hence, the framed null hypothesis was rejected in favour of alternative hypothesis. So, it was included that the student-teachers are having introverted attitude towards life.

Null hypothesis No. 2:

There is no significant difference between the respective sub-groups in their psychological functions.

Table-2
Significant difference between the sub-groups in psychological functions

Variable	Sub-group	n	Mean	SD	Obtained t-value	Level of Significance
Institution	Govt.	240	112.13	12.8	2.85	Significant at 0.05 level
	Private	240	120.00	12.3		
Location	Men	120	190.61	8.8	84.67	Significant at 0.05 level
	Women	120	201.32	10.4		
Subject	Arts	60	190.67	18.4	10.96	Significant at 0.05 level
	Science	60	120.61	13.5		
Medium	Kannada	30	108.74	12.6	14.60	Significant at 0.05 level
	English	30	99.90	9.8		

The above table reveals that the obtained t-values 2.85, 84.67, 10.96 and 14.60 are greater than the table t-value at 0.05 level. Hence, the framed null hypothesis was rejected in favour of alternative hypothesis. So, it was concluded that there is a significant difference between the respective sub-groups in their psychological functions. The student-teachers are having introverted attitude toward life.

Null hypothesis No. 3:

There is no relationship between psychological functions and teaching aptitude of student - teachers.

Table-3
Relationship between psychological functions and teaching Aptitude of student teachers

Variable	Variable	n	Mean	SD	Obtained r-value	Level of Significance
Government	Psychological Functions	240	112.13	12.8	0.689	Significant at 0.05 level
	Teaching Aptitude		120.00	12.3		
Private	Psychological Functions	240	118.70	14.9	0.890	Significant at 0.05 level
	Teaching Aptitude		107.40	10.4		
Men	Psychological Functions	120	150.00	20.17	0.440	Significant at 0.05 level
	Teaching Aptitude		110.8	15.12		

Women	Psychological Functions	120	119.40	16.17	0.560	Significant at 0.05 level
	Teaching Aptitude		101.33	10.80		
Arts	Psychological Functions	60	180.16	19.91	0.611	Significant at 0.05 level
	Teaching Aptitude		204.11	30.14		
Science	Psychological Functions	60	190.4	27.13	0.678	Significant at 0.05 level
	Teaching Aptitude		140.8	20.10		
Kannada	Psychological Functions	30	188.5	23.40	0.789	Significant at 0.05 level
	Teaching Aptitude		125.10	18.30		
English	Psychological Functions	30	154.30	17.40	0.883	Significant at 0.05 level
	Teaching Aptitude		195.20	12.30		

The above table reveals that the obtained r-values 0.689, 0.890, 0.440, 0.560, 0.661, 0.678, 0.789 and 0.883 are greater than the table value at 0.05 level of significance. Hence, the framed null hypothesis was rejected in favour of alternative hypothesis. So, it was concluded that there is a positive relationship psychological functions i.e., introverts and extraverts life attitude and teaching aptitude of student – teachers.

FINDINGS AND CONCLUSION:

- 1) Student – teachers are having introverted attitude towards life.
- 2) There is a significant difference between student-teachers studying Government institution and private institution, men and women student – teachers, Kannada medium and English medium student – teachers in their psychological functions, i.e., introverted and extraverted life attitude.
- 3) There is a positive relationship between psychological functions and teaching aptitude of all student – teachers.

Reference

- 1) Briggs, K.C and Myers, I.B. *Myers-Briggs Type Indicator Abbreviated version*. Palo Alto, CA: consulting psychological press, 1983.
- 2) Samuel, W. *Personality: Searching for the sources of human behaviours*.